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| **Arrival Routine – Kindergarten** **By Kennedy Carpenter** |
| **Overview:** Having an arrival routine is necessary in Kindergarten as it shapes the classroom into a productive and efficient learning environment. This unit is designed to give children the opportunities to learn and explore through various activities. Setting a specific routine allows children to be prepared and take responsibility of their own learning.  |
| **Rationale:**  Every step in the routine has been thought out from the best interest of the children. In Kindergarten every second of every minute counts therefore establishing a routine that is efficient, effective, and useful is beneficial. To begin the day with a form of face-to-face communication on the stairs is a powerful and necessary tool of connection. This develops our sense of community within our classroom. Children then have they time to get into learning mode as they work independently at the tables. In order to hit all the learner expectations in the Kindergarten Statement activities and tasks are set out daily to incorporate all seven strands including Early Literacy, Early Numeracy, Citizenship and Identity, Environment and Community Awareness, Personal and Social Responsibility, Physical Skills and Well-being and Creative Expression. Carpet time provides opportunities for review, re-teaching, and teaching something new to integrate various other activities into the day that are focused around the learner expectations as well.  |
| **Daily Arrival/Carpet Routine:** Arrival1. Students find their name tags on the shelf outside the classroom then sit on the steps
2. Teacher greets students outside the classroom, ensures name tags are on
3. Teacher invites students into the classroom where they will find their owl with their name on it and place it in the chart pocket: Who's Here?
4. Students then go to the tables and find a spot (if booklets or worksheets are out with their names on them students find their name)
5. Students are to work independently on things such as patterning, subitizing, measuring, numbers, drawing, colouring, printing, alphabet awareness, and much more.
6. Ringing the wind chime recognizes the transition to move from the tables to the carpet; students put equipment away and find their spots at the carpet

Carpet1. Students are in their spots on the carpet following the carpet time rules (sitting crisscross, hands to self, looking at the person talking, and listening)
2. Carpet time is used to continue with ongoing routines, reteach previous knowledge, skills and understanding, and is used for teaching something new. A few examples include:
* Calendar (review month, date, year, patterns, cultural and social traditions, family and friends, etc.)
* Math (patterning, shapes, numbers, measuring)
* Phonological awareness (sounds, letter recognition, CVC spelling, front and back spelling, reading stories)
1. Teacher models, demonstrates, and includes students in previous and new knowledge.
2. Students are giving various opportunities to discover and explore through carpet activities, table time, tasks around the classroom, etc.
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| **Arrival/Carpet Activities:** * Alphabet maze booklets
* Blocks, links, gears, connecters, patterning blocks/sheets
* Sorting objects/manipulatives (hearts, bears, etc.)
* Colouring sheets
* Crafts
* Etch-A-Sketch
* Letter sheets (with manipulatives)
* Board games (alphabet, numbers, patterning)
* Cards (memory, war)
* Catch up work /
* Calendar
* Mr. Buttons
* My Number Booklet
* Starfall
* Reading a story
* Name Game
* Math centers (MathFocus book)
* Patterning (drawing, manipulatives)
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**Learner Expectations that are Developed During the Daily Arrival/Carpet Routine**

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| Learner ExpectationsEarly Literacy taken directly from the Alberta ***Kindergarten Program Statement 2008*** |
| General Learner Expectations  | Specific Learner Expectations  |
| **The child listens, speaks, reads, writes, views and represents to explore thoughts, ideas, feelings and experiences.** | **The child:**Expresses ideas and develops understanding * shares personal experiences prompted by oral, print and other media texts
* talks about ideas, experiences and familiar events.

Experiments with language and forms * talks and represents to explore, express and share stories, ideas and experiences.

Expresses preferences * talks about favourite oral, print and other media texts.

Sets goals * talks about own reading and writing experiences.

Considers the ideas of others * listens to experiences and feelings shared by others.

Combines ideas * connects related ideas and information.

Extends understanding * expresses interest in new ideas and experiences.
 |
| **The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts.**  | **The child:**Uses prior knowledge * connects oral language with print and pictures
* understands that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed
* expects print and pictures to have meaning and to be related to each other in print and other media texts
* understands that print and books are organized in predictable ways.

Uses comprehension strategies * begins to use language prediction skills when stories are read aloud
* asks questions and makes comments during listening and reading activities
* recalls events and characters in familiar stories read aloud by others
* reads own first name, environmental print and symbols, words that have personal significance and some words in texts.

Uses textual cues* attends to print cues when stories are read aloud
* begins to identify some individual words in texts that have been read aloud.

Uses phonics and structural analysis * begins to make connections among sounds, letters, words, pictures and meaning
* identifies and generates rhyming words in oral language
* hears and identifies sounds in words
* associates sounds with consonants that appear at the
* beginning of personally significant words.

Uses references * recites the letters of the alphabet in order
* copies scribed words and print texts to assist with writing.

Experiences various texts * participates in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs
* listens and views attentively
* identifies favourite stories and books.

Constructs meaning from texts * relates aspects of oral, print and other media texts to personal feelings and experiences
* talks about and represents the actions of characters portrayed in oral, print and other media texts
* talks about experiences similar or related to those in oral, print and other media texts.

Appreciates the artistry of texts * experiments with sounds, words, word patterns, rhymes and rhythms.

Understands forms and genres * experiences a variety of oral, print and other media texts.

Understands techniques and elements * develops a sense of story through reading, listening and viewing experiences
* identifies the main characters in a variety of oral, print and other media texts.

Experiments with language * appreciates the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs.

Generates ideas * contributes ideas and answers questions related to experiences and familiar oral, print and other media texts.

Elaborates on the expression of ideas * listens to and recites short poems, songs and rhymes; and engages in word play and action songs.

Structures texts * draws, records or tells about ideas and experiences
* talks about and explains the meaning of own pictures and print
 |
| **The child listens, speaks, reads, writes, views and represents to manage ideas and information.**  | **The child:** Focuses attention * attends to oral, print and other media texts on topics of interest
* makes statements about topics under discussion.

Determines information needs * asks questions to satisfy personal curiosity.

Plans to gather information * suggests ways to gather ideas and information.

Uses a variety of sources * seeks information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.

Accesses information * uses illustrations, photographs, video programs, objects and auditory cues, to access information.

Evaluates sources • asks questions to makes sense of information Organizes information * categorizes objects and pictures according to visual similarities and differences.

Records information * represents and talks about ideas and information; dictates to a scribe.

Evaluates information * shares new learnings with others.

Shares ideas and information * shares ideas and information about topics of interest.

Reviews research process * shares information-gathering experiences.
 |
| **The child listens, speaks, reads, writes, views and represents to enhance the clarity and artistry of communication.**  | **The child:** Appraises own and others’ work * makes statements related to the content of own and others’ pictures, stories or talk.

Revises and edits * retells ideas to clarify meaning in response to questions or comments.

Enhances legibility * forms recognizable letters by holding a pen or pencil in an appropriate and comfortable manner
* explores the keyboard, using letters, numbers and the space bar.

Expands knowledge of language * explores and experiments with new words and terms associated with topics of interest
* experiments with rhymes and rhythms of language to learn new words.

Enhances artistry * experiments with sounds, colours, print and pictures to express ideas and feelings.

Attends to grammar and usage * develops a sense of sentence.

Attends to spelling * hears and identifies dominant sounds in spoken words
* demonstrates curiosity about visual features of letters and words with personal significance
* connects letters with sounds in words
* prints own name, and copies environmental print and words with personal significance.

Attends to capitalization and punctuation * recognizes capital letters and periods in print texts
* capitalizes first letter of own name.

Presents information * shares ideas and information about own drawings and topics of personal interest.

Enhances presentation * uses drawings to illustrate ideas and information, and talks about them.

Uses effective oral and visual communication * speaks in a clear voice to share ideas and information.

Demonstrates attentive listening and viewing * follows one- or two-step instructions
* makes comments that relate to the topic being discussed.
 |
| **The child listens, speaks, reads, writes, views and represents to respect, support and collaborate with others.**  | **The child:** Appreciates diversity * explores personal experiences and family traditions related to oral, print and other media texts.

Relates texts to culture * explores oral, print and other media texts from various communities.

Celebrates accomplishments and events * shares stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments.

Uses language to show respect * uses appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns.

Cooperates with others * participates in class and group activities
* finds ways to be helpful to others.

Works in groups * asks and answers questions to determine what the class knows about a topic
* listens to the ideas of others.

Evaluates group process * responds to questions about personal contributions to group process.
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| Learner ExpectationsEarly Numeracytaken directly from the Alberta ***Kindergarten Program Statement 2008*** |
| General Learner Outcomes  | Specific Learner Outcomes  |
| **Numbers** **Develop number sense**  | **The child:** * says the number sequence 1 to 10 by 1s, starting anywhere from1 to 10 and from 10 to1.
* subitizes (recognize at a glance) and names familiar arrangements of 1 to 5 objects or dots.
* relates a numeral, 1 to 10, to its respective quantity.
* represents and describes numbers 2 to 10, concretely and pictorially.
* compares quantities 1 to 10, using one-to-one correspondence.
 |
| **Patterns****Use patterns to describe the world and to solve problems.**  | **The child:** * demonstrates an understanding of repeating patterns (two or three elements) by:– identifying, reproducing, extending, creating patterns using manipulatives, sounds and actions.
* sorts a set of objects based on a single attribute, and explains the sorting rule
 |
| **Measurement** **Use direct and indirect measurement to solve problems.**  | **The child:** * uses direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity).
 |
| **3-2 Objects****Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.**  | **The child:** * sorts 3-D objects, using a single attribute.
* builds and describes 3-D objects.
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| Learner ExpectationsCitizenship and Identity: Being Togethertaken directly from the Alberta ***Kindergarten Program Statement 2008*** |
| **K.1 I Am Unique** **The child demonstrates an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual’s unique identity.**  | **The child:** * values his or her own unique characteristics, interests, gifts and talents
* appreciates the unique characteristics, interests, gifts and talents of others:
* appreciates feelings, ideas, stories and experiences shared by others
* values oral traditions of others
* appreciates that French and English are Canada’s official languages
* examines what makes his or her own unique individuals by exploring and reflecting upon the following questions for inquiry:
	+ - What are my gifts, interests, talents and characteristics?
		- How do my gifts, interests, talents and characteristics make me a unique individual?
		- How do culture and language contribute to my unique identity?
		- What is the origin and/or significance of my given names? (I)
* explores how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:
* What are the origins of the people in our school, groups or communities?
	+ - How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities?
		- Why is speaking French and/or English important in our school, groups, or communities?
		- How can we show respect and acceptance of people as they are?
 |
| **K.2 I Belong** **The child demonstrates an understanding and appreciation of the characteristics and interests that unite members of communities and groups**  | **The child:** * values how personal stories express what it means to belong
* values and respects significant people in his or her life:
* appreciates the important contributions of individuals at home, at school and in the community
* appreciates how their participation in his or her communities affects their sense of belonging:
* develops an awareness of the importance of sharing the responsibility for caring for the environment
* appreciates the impact that group members have on each other
* demonstrates respect for the diverse ways individuals cooperate, work and play together
* assumes responsibility for personal actions, words and choices
* examines the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:
	+ - What brings people together in a group?
		- What might we share with people in other groups?
		- Can we belong to several groups at one time?
		- How do we know that we belong to groups or communities?
		- Does everyone belong to a group or a community?
		- How does living and participating in your community affect your sense of belonging?
* examines ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:
	+ - What are the rules at home, at school and in the community?
		- Are there similar rules at home, at school and in the community?
		- What are the benefits of working cooperatively with others?
		- What are challenges that groups face in creating a peaceful atmosphere?
		- In what ways can people contribute to a group or community?
		- What actions show care and concern for the environment?
 |
| **Dimensions of Thinking**  | **The child:** * develops skills of critical thinking and creative thinking:
	+ - considers ideas and information from varied sources
		- compares and contrasts information provided
* develops skills of historical thinking: recognizes that some activities or events occur at particular times of the day or yeardifferentiates between events and activities that occurred recently and long ago
* develops skills of geographic thinking:
	+ - recognizes familiar places or points of reference in their surroundings
		- asks geographic questions, such as asking for directions
* demonstrates the skills of decision making and problem solving:
	+ - provides ideas and strategies to contribute to decision making and problem solving
 |
| **Social Participation as a Democratic Practice**  | **The child:** * demonstrates the skills of cooperation, conflict resolution and consensus building:
* considers the needs of others
* works and plays in harmony with others to create a safe and caring environment
* demonstrates a willingness to share space and resources
* develops age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:
	+ - being a classroom helper
 |
| **Research for Deliberative Inquiry**  | **The child:** * + - applies the research process:
		- asks questions to make meaning of a topic
		- gathers information on a particular topic from a variety of sources; e.g., illustrations, photographs, videos, objects, auditory cues
 |
| **Communication**  | **The child:** * demonstrates skills of oral, written and visual literacy:
	+ - listens to others in a socially appropriate manner
		- responds appropriately to comments and questions, using language respectful of human diversity
* develops skills of media literacy:
* determines the main points or ideas in a media presentation
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| Learner ExpectationsCitizenship and Identity: Being Togethertaken directly from the Alberta ***Kindergarten Program Statement 2008*** |
| General Learner Outcomes | Specific Learner Outcomes |
| **The child demonstrates curiosity, interest and a willingness to learn about the environment and community.**  | **The child:** * becomes aware of the five senses and how they are used to explore, investigate and describe the worldexplores and investigates objects and events in the environment
* shows awareness of similarities and differences in living things, objects and materialsdemonstrates awareness of the properties of objects and events in the environment, by:
* describing some properties
* sorting objects according to common properties ; e.g. colour, size, shape and texture
* arranging objects or events in logical order
* matching objects or events as being the same as or going together
* distinguishing between similar objects based on one or more characteristicsbecomes aware of the relationship between cause and effect generates ideas to make personal sense of objects, events and relationships.
 |
| **The child uses materials in the environment and community and becomes aware of how others use materials.**  | **The child:** * explores and responds to the design and properties of a variety of natural and manufactured materials and objects
* describes the function of some common objects found in and around the home and the community
* demonstrates some ways of organizing materials; e.g., collecting, arranging, creating and transporting
* selects and works with a variety of materials to build structures; e.g., blocks, wood and clay
* manipulates or uses materials for a purpose; e.g., water, sand, wood and fabric
* uses sand, water, blocks and other manipulatives to explore scientific and aesthetic concepts
* uses simple tools in a safe and appropriate manner
* recognizes the need to care for materials, and uses materials without wasting them
* begins to use some technology appropriately in learning activities and to communicate with others
* becomes aware of the importance of protecting the environment.
 |
| **The child explores familiar places and things in the environment and community.**  | **The child:** * becomes aware of colours, shapes, patterns and textures in the environment
* role-plays familiar situations; e.g., store, home, school
* recognizes that some activities or events occur at particular times; e.g., recess, lunch, bedtime and seasonal changes
* recognizes changes in weather and some ways people and animals adapt to the seasons; e.g., different clothes and migration
* describes a variety of homes; e.g., for people, animals, birds
* recognizes familiar animals and their characteristics and surroundings; e.g., farm and zoo
* identifies familiar shapes and symbols in the environment and community; e.g., circles, squares, stop signs and traffic lights
* identifies familiar sounds in the environment and community; e.g., school, home, weather, animals and machines.
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| Learner ExpectationsPersonal and Social Responsibilitytaken directly from the Alberta ***Kindergarten Program Statement 2008*** |
| General Learner Outcomes | Specific Learner Outcomes |
| **The child develops positive attitudes and behaviours toward learning.**  | **The child:** * perceives self as capable of learning
* shows respect for self
* demonstrates curiosity, interest and some persistence in learning activities
* participates actively in learning tasks
* shows willingness to explore and expand learning, and to try new things
* shows willingness to adapt to some new situations
* identifies and begins to demonstrate effective listening; e.g., actively listens and responds appropriately
* demonstrates awareness of honesty
* expresses preferences, and identifies basic personal likes and dislikes.
 |
| **The child accepts and practises responsibility.**  | **The child:** * takes some responsibility for selecting and completing learning activities
* develops a sense of responsibility for tasks at school
* follows the rules and routines of familiar environments; e.g., classroom, school and library
* follows directions of the teacher and other school staff
* describes and demonstrates ways to be safe at home and away from home; e.g., demonstrates telephone skills, and knows when to share personal information
* develops an awareness of situations where decisions are made
* identifies ways to help
* seeks help as needed
* demonstrates awareness of the ways in which people take care of responsibilities in the home and school.
 |
| **The child demonstrates and practises independence.**  | **The child:** * gets to and from destinations within school; e.g., familiar locations
* separates from parents/guardians willingly when in familiar and comfortable situations
* selects, engages in and completes some independent learning tasks, and seeks assistance, as necessary.
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| **The child experiences and expresses feelings in socially acceptable ways.**  | **The child:** * demonstrates knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness and excitement
* explores the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay
* expresses personal feelings in appropriate ways
* begins to express and accept positive messages
* identifies situations where strong feelings could result
* begins to deal appropriately with frustration.
 |
| **The child develops positive relationships with others.**  | **The child:** * becomes aware of the needs of others and individual similarities and differences
* recognizes that individuals are members of various and differing groups
* demonstrates a positive, caring attitude toward others; e.g., expresses and accepts encouragement and demonstrates fair play
* expresses needs to other children and adults in an appropriate manner
* begins to develop respectful communication skills appropriate to context
* identifies causes of conflict in school or in play, and, with adult assistance, suggests simple ways to resolve conflict
* identifies ways of making friends; e.g., introduces self and invites others to join activities.
 |
| **The child contributes to group activities.**  | **The child:*** listens to peers and adults
* takes turns in activities and discussions
* works cooperatively with a partner or in a group
* offers and accepts help in partner or group situations
* performs volunteer tasks as a class; e.g., draws pictures to show appreciation
* demonstrates sharing behaviour; e.g., at home and in school
* joins in some small and large group games and activities
* identifies and demonstrates etiquette and fair play
* experiences different roles in a variety of physical activities
* displays a willingness to play alongside others
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| Learner ExpectationsPhysical Skills and Well-beingtaken directly from the Alberta ***Kindergarten Program Statement 2008*** |
| General Learner Outcomes | Specific Learner Outcomes |
| **The child acquires basic locomotor, nonlocomotor and manipulative skills through developmentally appropriate movement activities in a variety of environments.**  | **The child:** * experiences and develops nonlocomotor skills through a variety of activities; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling
* demonstrates body and space awareness when performing space awareness games
 |
| **The child develops fine motor and perceptual motor skills through participation in a variety of activities.**  | **The child:** * develops fine motor skills involving finger speed, arm steadiness, arm and hand precision, finger and hand dexterity, and the manipulation of small materials
* develops perceptual–motor skills through activities involving eye–hand coordination; e.g., looking at picture books, stringing beads, cutting, pasting, drawing and collage work.
 |
| **The child develops attitudes and behaviours that promote a healthy lifestyle, wellness and safety for self and others.**  | **The child:*** identifies general physical changes that have occurred since birth; e.g., height, size of feet, weight and body shape
* identifies external body parts and describes the function of each
* understands the connections between physical activity and emotional well-being; e.g., feels good
* demonstrates an understanding of basic rules and fair play describes and observes safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground
* begins to identify and observe safety rules in such situations as in school, the school bus, pedestrian, playground, bicycle or motor vehicle passenger safety
* recognizes that some household substances may be harmful; e.g., medication, household products
* identifies safety symbols; e.g., Block Parents, hazardous goods symbols
* identifies and uses positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions
* identifies unsafe situations, and identifies safety rules for protection; e.g., avoid walking alone
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| **The child assumes responsibility to lead an active way of life.**  | **The child:*** describes ways, and makes choices, to be physically active daily
* shows a willingness to listen to directions and simple explanations
* participates in a class activity with a group goal; e.g., walk
* a predetermined distance
* describes appropriate places for children to play
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| Learner ExpectationsCreative Expressiontaken directly from the Alberta ***Kindergarten Program Statement 2008*** |
| General Learner Outcomes | Specific Learner Outcomes |
| **The child explores self-expression through creative thought and through language, art, movement, music and drama.**  | **The child:** * explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement
* explores and experiments with patterns, movement, rhythm, sound and music
* responds to and interprets visual images, by viewing natural forms, everyday objects and artworks
* experiments with a variety of art materials to create two and three dimensional forms
* experiments with line, colour, shape, texture and pattern in diverse media to explore and express ideas
* begins to recognize and respond to elements in music, such as rhythm, melody, harmony, form and expression including tempo, dynamics and tone colour
* explores and begins to distinguish among the sounds of various musical instruments
* responds to the beat in music through such movements as walking, running, hopping, skipping and repetitive, rhythmic actions, such as clapping and tapping
* participates in action songs, singing games and poems
* experiences movement to respond to a variety of stimuli; e.g., music
* experiences body awareness when performing dance activities
* uses imagination creatively in dramatic play; e.g., story, puppets, role-play and mime
* uses past experiences to develop new ideas
* explores familiar materials in new ways
* begins to select from familiar media, tools or materials to express thoughts, ideas, feelings and experiences; e.g., art materials, musical instruments, dance, story and puppets.
 |
| **The child becomes aware of various forms of expression.**  | **The child:*** becomes aware of why and how ideas are communicated through art, music, movement and dramabecomes aware of how artists and musicians use such elements as rhythm, melody, line, colour and pattern to express ideas
* begins to discover that many objects in daily life are designed or created by artists; e.g., picture books, pottery, paintings and sculpture
* begins to connect own forms of expression to forms of expression in the world around; e.g., use of collage in own work to use of collage in picture books and artworks, and use of particular musical instruments
* responds to and appreciates the art, music, movement and drama of own and other cultures by viewing, discussing and creating.
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**Assessments:**

Observations – regarding all learner expectations, behaviours, skills

Direct Feedback – socialization, communication, language skills, literacy, numeracy, responsibility, independence

Anecdotal Notes – to be taken on an ongoing basis regarding difficulties, misbehaviours, etc.

Performance Tasks – perform steps of routine (name tag, sitting on steps, placing owl in correct spot, sitting at table), product of tasks (worksheet, work booklets, manipulatives, etc.), perform clean up steps